Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	April 1, 2014, to ~~August 31~~ June 30, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal Information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	*[received stamp: Document Control Center — 2014 JAN 21 PM 3:2 — Received Texas Education Agency]*
Contact Information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1
Atlanta ISD		106 West Main

Mailing address line 2	City	State	ZIP Code
	Atlanta	TX	75551

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
034901		8	04	055570733

Primary Contact

First name	M.I.	Last name	Title
Mary		Dowd	Assistant Supt.

Telephone #	Email address	FAX #
903-796-4194	mdowd@atlisd.net	903-799-1004

Secondary Contact
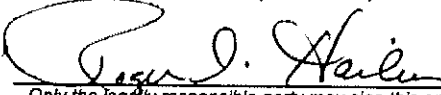
First name	M.I.	Last name	Title
Marilyn		Cobb	Assistant Supt.

Telephone #	Email address	FAX #
903-796-4194	mcobb@atlisd.net	903-799-1004

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as it's representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Roger		Halley	Superintendent

Telephone #	Email address	FAX #
903-796-4194	rhailey@atlisd.net	903-799-1004

Signature (blue ink preferred)

[signature]

Only the legally responsible party may sign this application.

Date signed: 1-17-2014

Schedule #1—General Information (cont.)

County-district number or vendor ID: 034901	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☐
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☐
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 034901	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 034901	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator Excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance In implementing EEIP practices.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 034901	Amendment # (for amendments only):
Part 1: Submitting an Amendment	

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 034901		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 034901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Atlanta Independent School District will implement a district-wide local educator excellence innovation plan that will systemically transform educator quality and effectiveness while improving the quality, effectiveness and efficiency of district-wide practices with the ExCEL plan (Excellent Classroom Educators as Leaders.) Transformations will take place on all four campuses in our district through the implementation of all of the required and preferred practices of the EEIP grant: **Induction and Mentoring, Evaluation, Professional Development and Collaboration, Strategic Compensation and Retention, Recruiting and Hiring, and Creating Strategic Career Pathways.** The ultimate goal of this plan is to **improve student learning and student academic performance** by improving educator effectiveness.

Our district is located in Atlanta, Texas, population 5,500. We are in rural Northeast Texas about 250 miles east of Dallas. AISD serves just over 1,800 students and has a **district-wide educationally disadvantaged rate of 64.8%.** All **four campuses are schoolwide Title I.** We have a much higher than average rate of poverty in our community – the poverty level in Atlanta is 32% greater than the Texas average and 91% greater than the national average. In addition, the median household income in Atlanta is 33% less than the Texas average and 36% less than the national average. Source: www.areavibes.com/atlanta-tx.

Demographics show that our students are 56% white, 33% African American, 7% Hispanic and 4% other ethnicities. Our attendance rate is high at 96% and our dropout rate is low at 1.4%. However, only 67% of our students took college entrance exams last year and our students' average score on the ACT is only 19.6. In addition, we have a high teacher turnover rate of 20% and only 12% of our teachers have master's degrees. Twenty-three percent of our teachers have over twenty years' experience, which means they may be retiring in the next few years. Thirty-four percent are relatively inexperienced with fewer than five years' teaching experience. State test scores indicate that our students need improvement in reading, writing and math. Scores in reading decrease by 27% from the third grade to the tenth grade. On the writing portion of the English I End of Course exam, our students scored 67% and only 63% in English II. Math scores were 79% district wide.

The **ExCEL** plan was developed in conjunction with our district site-based decision-making committee, consisting of teachers, principals and district leadership. From the comprehensive needs assessment to the budget for the grant, input was sought and contributed by all stakeholders. The **ExCEL** plan will deliver all of the required practices of the EEIP grant, along with both of the preferred practices.

The **ExCEL plan** will encompass six effective practices for holistically aligned support:
1. **Induction and Mentoring:** Sound induction programs will provide opportunities for novices to observe and analyze good teaching in real situations; guidance and assessment by highly trained, content-specific mentors; reduced workloads to provide more learning time; and assistance in meeting state standards through performance-based assessments. Addressing these practices requires a thorough and accurate understanding of the characteristics of the teacher workforce and the impact those characteristics have on teachers' decisions to enter and remain in teaching. With a focus on these issues AISD will build a repertoire of effective strategies for recruiting, supporting and retaining an adequate cadre of good teachers in the classrooms. Leading expert in teacher evaluations, Charlotte Danielson, has shown that a high-quality, research-based mentoring program would be effective. **ExCEL's** mentoring program will be personalized, differentiated and "just-in-time." A structured schedule for mentoring will be utilized to ensure a quality mentoring program where all teachers with five or fewer years of experience will have access to a **highly trained, full-release mentor.**

2. **Evaluation:** The district will implement a new, more comprehensive evaluation system. This system will involve the collection of several data elements, including student achievement growth, and the analysis of that data to determine teacher quality. AISD teachers have made a determined commitment to improve evaluations by unanimously waiving the PDAS and voting to implement Danielson's "The Framework for Teaching." Rather than becoming the targets, we have chosen to become the agents of reform in teacher evaluations.

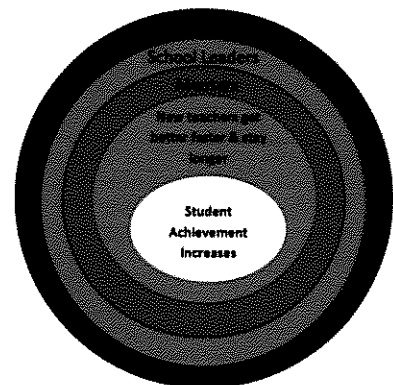| For TEA Use Only	
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3. Professional Development and Collaboration: A variety of delivery methods will be employed at AISD so that the majority of the professional development is accessible during the school week. Professional development will be job-embedded, timely and tailored to the needs of the individual teacher. Delivery methods will include professional videos, book studies, face-to-face trainings, conferences and observations. Research-based trainings such as Dr. Marcia Tate's "Twenty Strategies to Engage the Brain" will deliver job-embedded professional development during the school day. Specific subjects will be targeted with trainings in reading, writing and math. These are the areas most in need of academic improvement. New teachers will receive professional development with their mentor and through professional learning communities, live and online trainings, collaboration, and book studies.

4. Strategic Compensation and Retention: With an eye on districts that have been successful implementing a strategic compensation program design tied to student achievement growth, AISD will utilize research-based procedures to ensure that compensations are fair and clearly defined. Improving teacher quality is our goal; however, improvement in student achievement will be a by-product of such a compensation plan. The ExCEL program will utilize a variety of grant funded and locally funded strategies for compensation including performance-based incentive pay, master's degree reimbursement, stipends for critical shortage areas, incentives for good attendance, and a weighted salary scale.

5. Recruiting and Hiring: The top twenty percent of teachers end up leaving their schools due to neglect and inattention, according to http://www.tntp.org. This holds true in Atlanta ISD where the teacher turnover rate is also 20%. Replacing those teachers will mean recruiting new teachers and giving them adequate preparation, support, leadership, and autonomy as well as compensation that reflects their professional stature. In addition, we will recruit the best student teachers and we will employ highly qualified graduates early in the year. With the award of the EEIP grant, Atlanta ISD will implement a recruitment bonus program for all qualified newly hired teachers to help attract the best candidates.

6. Creating Strategic Career Pathways: According to the 2013 report, "Creating Sustainable Teacher Career Pathways: A 21st Century Imperative," teaching must be made an attractive, challenging profession with career advancement. Teaching has been called the flat profession—one in which the main opportunity for career advancement is for teachers to leave the classroom to enter administration. AISD's Master Teacher Program will develop a systematic, coordinated approach to **recognizing** and **developing** and **keeping** great teachers in the classroom. Opportunities for increased compensation, recognition and professional growth will be included in the Master Teacher Program.

In consideration of the above **six effective practices for holistically aligned support**, AISD has designed a program that keeps student achievement at the heart of every effort. Because of the support system, new teachers improve faster and remain in the profession longer. This will be a result of a rigorous, research-based mentoring system that will be directed and monitored by school leaders. The goal of improving student achievement and student learning by improving educator effectiveness across the district will be the focus of the ExCEL plan. As illustrated by the diagram, student achievement will increase because our new teachers will be on a career pathway that will enable them to become masters of their craft where they will be surrounded by strong mentors, visionary school leaders and a district that prioritizes supporting all educators.

Texas Education Agency
Standard Application System (SAS)

County-district number or vendor ID: 034901

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Amendment # (for amendments only):

Project period: April 1, 2014, through August 31 June 30, 2016

Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15 6/30/15)			Year 2 (9/1/14 7/1/14 – 8/31/15 6/30/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$884,079	$	$884,079	$884,079	$	$884,079
Schedule #8	Professional and Contracted Services (6200)	6200	$39,900	$	$39,900	$49,650	$	$49,650
Schedule #9	Supplies and Materials (6300)	6300	$17,250	$	$17,250	$7,500	$	$7,500
Schedule #10	Other Operating Costs (6400)	6400	$39,000	$	$39,000	$39,000	$	$39,000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$	$	$	$	$	$
	Total direct costs:		$980,229	$	$980,229	$980,229	$	$980,229
	Percentage% indirect costs (see note):		N/A	$19,683	$19,683	N/A	$19,683	$19,683
	Grand total of budgeted costs (add all entries in each column):		$980,229	$19,683	$999,912	$980,229	$19,683	$999,912

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$999,912	$999,912
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$99,991	$99,991

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

Texas Education Agency
Standard Application System (SAS)

	Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 034901			Amendment # (for amendments only):		
	Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Year 1**	**Year 2**
Academic/Instructional					
1	Teacher			$	$
2	Educational aide			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project director			$60,000	$60,000
5	Project coordinator			$	$
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
15	Mentor Teacher	8		$428,924	$428,924
16	Teaching Assistant	8		$163,840	$163,840
17	Title			$	$
18			Subtotal employee costs:		$652,764	$652,764
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay			$	$
20	6119	Professional staff extra-duty pay			$116,000	$116,000
21	6121	Support staff extra-duty pay			$	$
22	6140	Employee benefits			$115,315	$115,315
23	61XX	Tuition remission (IHEs only)			$	$
24		Subtotal substitute, extra-duty, benefits costs			$231,315	$231,315
25		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$884,079	$884,079

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 034901	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land	$	$
	Specify purpose:		
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	$	$
	Specify purpose:		
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check if Subgrant	Year 1	Year 2
1	Teacher Evaluation Training for Principals, Mentor Teachers and Project Director – Charlotte Danielson's "The Framework for Teaching"	☐	$7,500	$7,500
2	Mentor Teacher Training – TxBESS by ESC Region XIII	☐	$5,000	$5,000
3	Job-embedded training for writing teachers – Write Tools	☐	$6,400	$6,400
4	Job-embedded training for math teachers – "Math Strategies with Faye Whitlow"	☐	$9,000	$9,000
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$27,900	$27,900

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

	Specify topic/purpose/service: Job-embedded training-all teachers		☐ Yes, this is a subgrant
	Describe topic/purpose/service: Dr. Marcia Tate, "Twenty Strategies to Engage the Brain"		

	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs	# of positions: 1	$12,000	$12,000
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$12,000	$12,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 034901		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
2	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
3	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
4	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
5	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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	Schedule #8—Professional and Contracted Services (6200) (cont.)			
	County-District Number or Vendor ID: 034901		Amendment number (for amendments only):	
	Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
6	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
7	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
8	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

		Year 1	Year 2
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$	$
a.	Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:	$27,900	$27,900
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$12,000	$12,000
d.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	$	$9,750
	(Sum of lines a, b, c, and d) Grand total	$39,900	$49,650

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 034901	Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1	Tablet computer	Mentoring, data analysis & evaluation	9	$550	$9,750	$
	2	Printer – color	Mentoring, data analysis & evaluation	3	$1600		
	3				$		
	4				$		
	5				$		
6399	Technology software—Not capitalized					$2,500	$2,500
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$12,250	$2,500
	Remaining 6300—Supplies and materials that do not require specific approval:					$5,000	$5,000
	Grand total:					**$17,250**	$7,500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 034901		Amendment number (for amendments only):	
Expense Item Description		**Year 1**	**Year 2**
6411	Out-of-state travel for employees (includes registration fees)	$	$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$	$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$28,000	$28,000
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		$28,000	$28,000
Remaining 6400—Other operating costs that do not require specific approval:		$11,000	$11,000
Grand total:		**$39,000**	**$39,000**

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
**Schedule #11—Capital Outlay (6600/15XX)**				

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 034901	Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
**6669/15XX—Library Books and Media (capitalized and controlled by library)**				
1		N/A	N/A	$	$
**66XX/15XX—Technology hardware, capitalized**				
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
**66XX/15XX—Technology software, capitalized**				
12			$	$	$
13			$	$	$
14			$	$·	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
**66XX/15XX—Equipment, furniture, or vehicles**				
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
**66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life**				
29				$	$
			Grand total:	$	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 034901	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			1826	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	612	33.4	Attendance rate	96%
Hispanic	129	7.0	Annual dropout rate (Gr 9-12)	1.4%
White	1023	55.9%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	86%
Asian	10	.5%	TAKS commended 2011 performance, all tests (sum of all grades tested)	11%
Economically disadvantaged	1179	64.4%	Students taking the ACT and/or SAT	66.7%
Limited English proficient (LEP)	36	2.0%	Average SAT score (number value, not a percentage)	DNA
Disciplinary placements	107	10.96%	Average ACT score (number value, not a percentage)	19.6

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	5	5.3%	No degree	0	0%
Hispanic	2	2.0%	Bachelor's degree	84	88%
White	89	92.7%	Master's degree	12	12%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	33	34%	Avg. salary, 1-5 years exp.	$35,078	N/A
6-10 years exp.	19	18%	Avg. salary, 6-10 years exp.	$34,323	N/A
11-20 years exp.	22	23%	Avg. salary, 11-20 years exp.	$41,536	N/A
Over 20 years exp.	22	23%	Avg. salary, over 20 years exp.	$47,800	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 034901	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	109	115	139	122	109	133	130	128	144	120	143	151	148	139	1830
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	109	115	139	122	109	133	130	128	144	120	143	151	148	139	1830

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	4	9	9	8	8	8	5	4	4	5	7	8	8	9	96
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	4	9	9	8	8	8	5	4	4	5	7	8	8	9	96

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 034901	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **needs assessment** process for AISD was a **three-tiered process** that was developed from the ground up. **The first tier occurred at the campus level** where campus committees engaged in the grass-roots process of examining student achievement data. The **second tier occurred at the district level where district committees**, in consideration of campus initiatives, examined trends in achievement across the campuses. **The third tier** involved the **district leadership team** whose main responsibility was to reviews those trends to determine district wide needs and to prioritize those needs.

The three-tiered process was used as an effective tool to clarify problems and identify appropriate interventions or solutions. Both the **campus and district site-based decision-making committees**, which were comprised of teachers, parents and business/community members, conducted the needs assessment. Through the study of the most current data and the collection of suggestions, the committees were able to identify problems in three major, over-arching areas: **learning, communication and climate**. Data sources included the following:

- STAAR reports disaggregated by grade levels, subject areas, demographics and trends across years
- Attendance reports
- Discipline reports
- Graduation rates
- Results from college admissions tests
- Soft data from observations or concerns by the committee

The committees first examined data from past performance and from that data predicted a reasonable level of improvement that will be the focus of the campus and the district in their improvement efforts during the grant period. The committees developed a plan that is "ends-focused" and provides concrete evidence that can be used to determine which of the possible "means-to-the-ends" are most effective and efficient for achieving the desired results.

An effective communication effort employed by the district was the weekly **leadership team meeting**. The leadership team was made up of campus and district administrators and special programs directors. With weekly meetings the team had ample opportunities to discuss up-to-the-minute concerns in the areas of instruction so that when the needs assessment was developed, all stakeholders were given the opportunity to express concerns and make recommendations for improvements.

The leadership team, using their expertise as leaders in the district, engaged in the prioritization of the needs. Prioritization occurred when resources were directed at areas of greatest need. Although needs assessments generally occur as a "snapshot," it is the philosophy of AISD to examine needs on a more frequent, ongoing basis. Regular and timely leadership meetings have been a vital component of the needs assessment process.

A needs assessment is necessary to identify and address "gaps" between current conditions and desired conditions or "wants." The discrepancy between the current condition and wanted condition must be measured to appropriately identify the need. The need can be a desire to improve current performance or to correct a deficiency. This graphic depicts the steps that are imbedded in the needs assessment process in Atlanta ISD:

Utilizing the three-tiered process, the campus committee, the district committee and the district leadership team, AISD was able to involve all stakeholders in the process to develop a needs assessment that will effectively drive the goals and objectives of AISD.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 034901	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	There is **no formal process** in place in the district to mentor inexperienced teachers. Experienced teachers have been assigned as "mentors," however, there has been **no training** provided for them and there is no protocol in place to assist inexperienced teachers. We find that not only do new teachers need support but also teachers with fewer than five years experience need mentoring.	The grant would provide **formal training** for mentors. Mentors shall engage with mentees on a daily basis and will provide timely and meaningful assistance for mentees. Because of the investment in increased responsibilities and extensive training, mentors will be full time.
2.	According to the most recent Annual Performance Report, Atlanta ISD has a 20% **teacher turnover rate** as compared to the state rate, which is 15%. The district needs supports in place to decrease the turnover rate and cultivate newer teachers to help make them more effective.	The turnover rate for teachers in the district would be decreased at least 5% to be in line with the state average teacher turnover rate. **Supports and incentives** made possible by the grant will lead to retention of quality teachers and effective new teachers.
3.	The district has no formal means for teacher **collaboration/common planning.** According to a survey, teachers in the district indicated that they spend more than 50% of their day on transitions, supervision and administrative duties. Only half the day is spent on direct instruction.	Teachers will be involved in an **increased amount of time in collaboration and common planning.** Teaching assistants will be scheduled to assist with non-instructional duties so that teachers can meet together on a regular basis to develop and align curriculum and to study relevant, timely achievement data.
4.	Under the present PDAS system, teacher evaluations have not been tied to student growth. Teachers with three years experience or more may opt out of an annual observation. The district needs a comprehensive **teacher evaluation** system where each teacher receives a formal observation and where **student growth** will be a factor.	The grant will allow for the implementation of a new, **comprehensive teacher evaluation system** that will address four domains: • Planning and preparation • The classroom environment • Instruction • Professional responsibilities Incentive pay will be tied to the teacher evaluation and student growth in achievement.
5.	In studying achievement data from 2012-2013, the district has found a need for improved instruction in the areas of **writing, reading, and math.** **Writing for English I = 67%, English II = 63%** **Reading declines 27% from grade 3 to grade 10** **Math = 79% district wide**	Grant funds would provide **incentives for teachers** to seek advanced graduate coursework. The teacher workforce will become more educated in research-based strategies and effective classroom practices, thereby improving writing by 10%, improving reading by 10% across the district and improving math by 5%.

Schedule #14—Management Plan

County-district number or vendor ID: 034901	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be Involved in the Implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	M.Ed. in Educational Administration with extensive experience in leadership, programming and federal programs. Experience in budgeting, supervision and curriculum development. Grant Implementation experience preferred.
2.	Mentor teacher	Certified teacher with at least five years teaching experience as well as strong managerial and organizational skills. Master's degree preferred. Proficient understanding of curriculum and instruction, ability to evaluate instructional program and teaching effectiveness, ability to manage budget and personnel and strong communication, public relations and Interpersonal skills. Experience with instructional technology is required.
3.	Teaching Assistant	High School diploma required. Twenty-four or more hours of college preferred with an interest in pursuing a career in education. Excellent written, oral and interpersonal communication skills required. Skills needed to assist faculty with administrative and supervision duties. Computer knowledge required.
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1.	Data-Driven Instruction	08/01/2014	06/15/2016
		2.	Curriculum Alignment	08/01/2014	06/15/2016
		3.	On-going Monitoring of Instruction	08/01/2014	06/15/2016
		4.			
		5.			
2.	Increase the Use of Quality Data to Drive Instruction	1.	Data Disaggregation/Training	08/01/2014	06/15/2016
		2.	Data-Driven Decisions	08/01/2014	06/15/2016
		3.	Ongoing Communication	08/01/2014	06/15/2016
		4.			
		5.			
3.	Increase Leadership Effectiveness	1.	Ongoing Job-Embedded Professional Development	05/01/2014	06/15/2016
		2.	Operational Flexibility	06/01/2014	06/15/2016
		3.	Resource/Data Utilization	08/01/2014	06/15/2016
		4.			
		5.			
4.	Improve School Climate	1.	Increased Attendance	08/01/2014	06/15/2016
		2.	Decreased Discipline Referrals	08/01/2014	06/15/2016
		3.			
		4.			
		5.			
5.	Increase Teacher Quality	1.	Locally Developed Appraisal Instruments	08/01/2014	06/15/2016
		2.	Ongoing Job Embedded Professional Development	07/01/2014	06/15/2016
		3.	Recruitment and Retention Strategies	04/01/2014	06/15/2016
		4.	Career Pathways	08/01/2014	06/15/2016
		5.			

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 034901	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Atlanta ISD maintains a rigorous process to monitor the attainment of goals and objectives that encompasses **district level, campus level and classroom level** efforts. An effective tool for monitoring the attainment of goals and objectives is the **district leadership team**, which is made up of central office administrators, directors, and campus level principals. The leadership team meets every Wednesday morning with the purpose of monitoring and identifying the needs of the district in the areas of learning, communication and climate. **At the district level** in AISD, goals and objectives drive the decisions regarding effective management of financial resources. **At the campus level** in AISD, goals and objectives drive programs, policies, and approaches to supporting student achievement. **At the classroom and student level,** goals impact the daily practice in the classroom, the TEKS-based instruction students receive, and the strategies teachers employ to improve student performance. **The overarching goal in AISD is to ensure student success.** AISD uses student performance data to continually evaluate the effectiveness of our educational practices and to make more informed instructional decisions. Our monitoring plan prioritizes key areas of need that enables our staff to focus on teaching and learning and allows the examination of student work and student performance related to it.

Because of the approach in goal and objective managements, AISD uses all avenues to monitor and adjust when needed. Campus and district decision-making committees work to communicate with each campus site, families, community and business leaders to ensure connection between AISD and every stakeholder. This communication is a useful and powerful prism through which everyone can see the totality of school improvement, goals, objectives and success. Because of continuous monitoring and effective communication, the entire AISD TEAM can see with great clarity the significant and manifold implications of operative goal setting. Goal setting is far more than a component of improvement - it is the glue that holds AISD and our efforts together. (SMART Goals, O'Neill and Comenius)

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The initial framework for our project was based on observations and data obtained from our high school's Texas Title I Priority Schools (TTIPS) grant. In this highly successful project, AISD developed a model using instructional coaches to disseminate student data and to mentor teachers. Unfortunately, this grant will end on August 31, 2014, and the district is unable to fund the project locally. Although we dream of extending this model to all four campuses and all grade levels, lack of funding would make it impossible without EEIP grant funds. We will build upon the successful practices of TTIPS as we coordinate the findings and practices of EEIP into our **ExCEL** project.

Our current local mentoring program will be merged with the **ExCEL** project so that efforts will not be duplicated, but enhanced. The PDAS system will be waived and replaced by the new evaluation system. Mentoring will take place with grant personnel rather than volunteers. Local salary initiatives, which are effective in recruiting and retaining highly qualified teachers, will be continued. These include $3,000 stipends for critical shortage core teaching areas of secondary math, science and foreign language, as well as attendance incentives, which reward classroom teachers $100 for each local day of leave not used during the year. In order to retain and attract teachers we have adopted a teacher pay scale that places emphasis on the first five years by increasing the pay in those years to make us competitive with area schools. Marrying this project with best practices from the TTIPS project as well as continuing local initiatives for mentoring, recruiting and retaining highly effective teachers will maximize effectiveness of EEIP funds.

Project participants will become and remain committed by allowing their voices to be not only heard, but also listened to and acted upon. When all stakeholders are given an opportunity to participate in decision-making, whether through campus site-based decision-making committees, leadership meetings, school board meetings or regular, face-to-face meetings with district and campus level administrators, the project will have value, meaning and success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 034901	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Student achievement will be analyzed.	1.	Benchmark/checkpoint assessments throughout the school year
		2.	State assessment scores
		3.	Local assessment scores (TPRI, Star Reading and Math)
2.	Trained mentors will have regular meetings with mentees.	1.	Training rosters for mentor training
		2.	Sign-in sheets for mentor-mentee meetings
		3.	Agendas and notes from mentor-mentee meetings
3.	Teachers will be evaluated through classroom observations and evaluations.	1.	Walkthrough documentation
		2.	Formal evaluations of teachers
		3.	Administrator conferences with teachers
4.	All stakeholders will be surveyed.	1.	Improvement in student engagement
		2.	Improvement in benchmark/checkpoint assessments
		3.	Implementation of research-based teaching strategies
5.	Graduate transcripts will be audited.	1.	Increased number of teachers with advanced coursework
		2.	Improvement in classroom walkthroughs
		3.	Improvement in student achievement

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to assure that quality data will be collected for program evaluation, the ExCEL plan describes who will collect the data, what types of data will be collected and what the most appropriate methods of collection will be.

- *Who will collect the data?* Data collection will be made by grant staff as well as AISD regular staff: mentor teachers, the project director, the human resources director and assistant superintendent for instruction.
- *What types are data will be collected?* Student scores on local and state assessments for all students in all grades (1,830); observations and evaluations of all core classroom teachers (96); surveys of all stakeholders; teacher graduate course records (up to 20 per semester.)
- *What are the most appropriate methods of data collection?* Student achievement will be analyzed using the DMAC tool (Data Management and Assessment for Curriculum.) Already in place in AISD, DMAC collects, disseminates and analyzes achievement data for individual students as well as entire groups and classes. Teacher evaluations from the Teachscape platform, using "The Framework for Teaching," will be collected and analyzed. Both of these tools will guide our performance-based incentive pay system. Stakeholders will be surveyed for effectiveness of the grant program. Teacher graduate course records will support the master's degree reimbursement program data needed.

Problems with project delivery will be identified and corrected with quality assurance activities that will take place before data collection begins. Quality control measures will take place during and after data collection that will also correct problems. The project director and mentors will prevent data errors through the use of training manuals, project manuals and guidelines. Principals, district administrators, and grant staff will be extensively trained in the use of the teacher evaluation system. Quality control will take the form of direct staff observation, meetings, regular and frequent reviews of data. Data must be relevant and valid. Surveys will verify data quality by asking the same questions at different points and in different ways. Ethical issues that arise in the data management process, such as ensuring that students and staff are not impacted unfairly by the evaluation activities, will be resolved by the ExCEL Advisory Council, a group formed from stakeholders including teachers, campus and district leadership, board of trustees members, students, parents and community members.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 034901	Amendment # (for amendments only):

Statutory Requirement 1: Required – Describe the **components** of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Successful teacher induction systems focus on student learning and teacher effectiveness. Strong programs include instructional mentoring by carefully selected, well-prepared, released mentors; professional learning communities for mentors and new teachers; engaged principals; and supportive school environments and district policies. At the forefront of the induction system will be the element of **support**. Recruiting teachers to our district is the first step in the induction system, but retention of good teachers is key.

The induction system for the district will begin with **partnerships with Texas A&M University-Texarkana and Stephen F. Austin University**. Through regular contact with the teacher education program coordinator, pre-service teachers will be provided with several opportunities to observe classrooms and to teach under the supervision of an experienced teacher. Pre-service teachers will be required to attend staff development centered around district initiatives in order to provide them with skills, strategies and information that will assist them should they become employed by Atlanta ISD. These activities will give the district an opportunity to recruit those candidates who have shown initiative to become quality teachers with skills they can bring to the classroom in their first year.

When developing an induction program, Atlanta ISD considered the use of full-release mentors versus the use of site-based mentors. Full release mentors have, as their main duty, advising, supporting and assisting new teachers. Site-based mentors are regular classroom teachers who have minimal release time to mentor new teachers. It was determined that full-release mentors would be more effective in assisting new teachers. Research shows that when new teachers are supported by full-release mentors students show greater achievement gains. With that in mind, **full-release mentors (two per campus) will be hired and will receive formal training** through a research-based program, TxBESS, the Texas Beginning Educator Support System. TxBESS is designed to provide systematic support for beginning teachers in their initial years on the job. Supporting beginning teachers early in their careers leads to reduced turnover and a more experienced, better-qualified teaching staff. TxBESS is part of a coherent, standards-based system where performance standards and a reflective assessment serve as useful tools to support coaching and mentoring relationships. Beginning teachers with mentors trained by TxBESS will attain greater professional expertise more quickly than unsupported beginning teachers, which will in turn lead to higher academic achievement among our students.

Mentors will be required to have at least five years' classroom experience and will be paid according to the district's teacher pay scale for 197 days per year, allowing time for training and planning before and after the regular school year. Mentors will be required to have working knowledge of technology integration with skills in using tools such as, but not limited to, Smartboards, iPads and document cameras. The mentor will also be required to stay current in the use of technology and in research-based classroom strategies that increase student engagement in the classroom.

Mentors, when working one-on-one with classroom teachers, have direct access to authentic student work. Although data from annual state assessments will be used to drive instruction, mentors will also study daily work produced by the students to analyze student growth on specific learning outcomes connected to instruction. Mentors will utilize a variety of tools to record real-time classroom data including such tools as the "Notability" app for iPad where mentors can take photos/videos of classrooms and record student responses and record teacher interaction with reluctant students. Mentors will use this data to coach the new teacher and provide specific feedback to improve teacher quality.

Mentees will be provided with **one full day release time each six-week period** to meet with the mentor to plan and align instruction. In addition to the full days release mentees will have at least **two hours release time per week** to have a formal meeting with their assigned mentors. Mentors will spend at least **three hours per week in the mentee's classroom** observing instruction and classroom management and assisting with resources and materials needed to deliver the curriculum.

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In order to have effective results from our mentoring program, mentors should spend their time in meaningful activities that **fully support the new teacher**. The chart below shows an example of a typical workweek for a mentor. Not all weeks will be exactly alike, however, a mentor will have an activity-packed schedule that provides full-time attention to the philosophy of mentoring.

Typical Weekly Schedule for Mentors							
	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	1:00-2:00	2:00-3:00	3:00-4:00
Monday	Classroom Observations		Administrative Duties			Mentor/mentee meetings	
Tuesday	Administrative Duties				Classroom Observations		Planning
Wednesday	Classroom Observations		Administrative Duties			District-wide mentor meeting with Grant Director	
Thursday	Administrative Duties		Classroom Observations		Planning	Mentor/mentee meetings	
Friday	Classroom Observations		Administrative Duties		Planning for next week		

Classroom observations will include the following responsibilities:
- Collect data from lesson
    o Student engagement
    o Student management
    o Use of materials
    o Use of technology
    o Formative assessment strategies
    o Climate of classroom
    o Model lessons
    o Videos of lessons

Administrative duties will include the following responsibilities:
- Generate DMAC reports
- Plan and devise benchmark exams
- Score assessments
- Provide assessment reports to teachers
- Seek effective resources
- Plan professional development
- Create student-level reviews
- Communicate with campus administration
- Communicate with grant administrator
- Schedule classroom observations

Mentor/mentee meetings will include the following responsibilities:
- Discuss findings from classroom observations
- Arrange individualized staff development
- Arrange and schedule mentee observations of other master teachers
- Discuss and arrange for modeling lessons for mentee

Planning will include the following responsibilities:
- Duplicate any reports/classroom resources
- Organize STAAR information for mentees
- Arrange professional development opportunities

A typical week for a mentor is packed with meaningful, supportive activities that will assist AISD in creating and retaining quality classroom teachers.

Schedule #16—Responses to Statutory Requirements

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County-district number or vendor ID: 034901	Amendment # (for amendments only):

Statutory Requirement 2: Required – Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Multiple observations and conferences, along with other interactive activities, are perceived by both beginning teachers and mentors to be one of the most effective practices for the induction of new teachers into the profession.
Several types of observations will be used to help beginning teachers:
- Observations of the beginning teacher by the mentor
- Observations of the mentor by the beginning teacher through model teaching
- Observations of another experienced teacher by the beginning teacher
- Observations by the principal/assistant principal
- Observations by the campus instructional coach
- Observations by the director of instruction

For both experienced and new teachers, a variety of data sources will be included in the district's teacher appraisal for the school year that will include such things as discipline, attendance and grade averages.

Four steps will be taken in conducting formal 45-minute observations for all teachers.

Pre-Observation → Observation → Post-Observation → Reflection
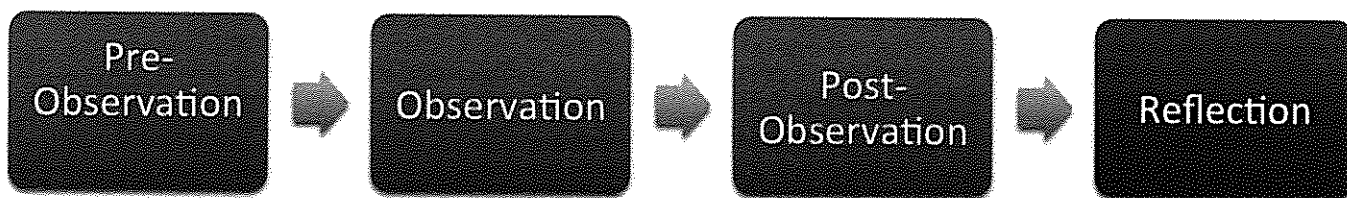
The **observation rubric from Charlotte Danielson's "The Framework for Teaching"** will be the rubric used for observations. The rubric consists of four domains:
- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

In the Framework, the complex activity of teaching is divided into 22 components clustered into the four domains. Each component defines a distinct aspect of a domain. Although the components are distinct, they are related to each other. Imbedded in the rubric are four levels of performance on which teachers are scored.
- Distinguished
- Proficient
- Basic
- Unsatisfactory

The **goal of the pre-observation conference** is to review the teacher's teaching plan, including the lesson goal, objective, strategies/methodology, and assessment and to review the dynamics of the classroom including student demographics. The formal **observation** should be scheduled at an agreed upon time and date and should last at least 45 minutes in order to see the progression of the lesson cycle. During the observation the evaluator should observe lesson structure, classroom management strategies, teaching activities, use of materials and student interaction. **The goal of the post-observation conference** is to provide the teacher an opportunity to reflect upon the execution of the lesson, to describe student progress and to outline next steps. The post-observation provides an opportunity for the observer to view student performance results and sample work from the lesson.

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The most powerful use of the Framework Is for **reflection** and self-assessment. Research has clearly demonstrated that reflection on practice improves teaching. Using the Framework to guide such reflection enhances the value of the activity and makes teaching more purposeful, thoughtful, and rewarding. With guidance from the mentor, the new teacher will use reflection to analyze the lesson and recognize those parts of the lesson that were not successful and determine the reasons for that outcome. Only If those reasons are understood can a teacher improve the lesson the next time. This practice of reflectlon yields benefits far beyond the Important goal of quality assurance. This approach provides the vehlcle for teacher growth and development by providing opportunities for professional conversation around standards of practice.

Observers will be the principal, assistant principal, mentors, Instructional coaches and the director of instruction. All of these will receive comprehensive training that will provide:

- Training In all four domains and all components
- Scoring practice so observers can practice applying the Framework to teaching
- Initial proficiency assessment to certify observers' skills
- Calibratlon exercises for ongoing scoring accuracy
- Recertification to re-establish scoring accuracy after passing initial certification

With a common language to define what teachlng looks like at all performance levels, teachers will be prepared for evidence-based observations and reflective practice. Training for teachers will ensure that they:
- Share a common vision for classroom observations
- Develop confidence in the evaluation process
- Understand and can apply the Framework to reflect and improve their practice

Armed with this information, the ExCEL team of AISD will use proven techniques and practices from the Framework that will help students learn. The full value of this system will be the foundation for professional conversations between mentors and mentees as they seek to enhance their skill in the complex task of teaching. The Framework will be used as the foundation of AISD's mentoring, coachlng, professional development, and teacher evaluation processes by linklng all of those components together and by helping new teachers become more thoughtful practitioners. The Framework will also build capaclty by promoting professional leaming and shared experiences. This evaluation system will be successful because it will provide a consistent definition of good teaching, opportunltles to engage in meanIngful conversations about practice, and a focus on excellence in teaching.

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RFA #701-14-101; SAS #181-14   Page 27 of 40
2014–2016 Educator Excellence Innovatlon Program

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 034901	Amendment # (for amendments only):

Statutory Requirement 3: <u>Required</u> – Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

In past years, Atlanta ISD has used the Professional Development Appraisal System for the formal evaluation system. Under the PDAS, teachers with more experience could be formally evaluated fewer times than new or less experienced teachers. Also, under PDAS, student growth was not a factor in the teacher's overall rating. With a shift to the use of Charlotte Danielson's "The Framework for Teaching," all teachers will be formally evaluated and other factors such as **student growth** and **student evaluations** will be included in the teachers' overall ratings. The formal evaluation process will begin with a pre-observation conference by the evaluator (the principal or assistant principal), who has been trained in the process. The pre-observation conference is an opportunity for the teacher to explain the goals and purposes of the lesson that will be observed. Factors such as student demographics and student prior learning will be discussed. Teachers will have the opportunity to ask the evaluator to look for aspects of the lesson such as student management, student engagement or level of student attainment of the skills being taught. The evaluator will communicate expectations during the observation.

The evaluation needs to occur on an agreed upon date and time with the observation lasting (at least) a full class period. **The evaluation rubric from Charlotte Danielson's "The Framework for Teaching"** will be the rubric used for observations. The rubric consists of four **domains**:
- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

In the Framework, the complex activity of teaching is divided into 22 components clustered into the four domains listed above. Each component defines a distinct aspect of a domain. Although the components are distinct, they are related to each other. Imbedded in the rubric are four levels of performance upon which teachers are scored:
- Distinguished
- Proficient
- Basic
- Unsatisfactory

Domain 4 is the only domain that is not directly observable during the lesson because the components center around such things as parent communication, teacher leadership responsibilities and professional development on the campus, among other things. However, Domains 1, 2, and 3 are directly observable during the formal observation period where **evidence from classroom behaviors (both student and teacher) is documented.**

The formal evaluation will be scheduled at an agreed upon time and date and will last at least 45 minutes in order to see the progression of the lesson cycle. During the observation the evaluator will observe lesson structure, classroom management strategies, teaching activities, use of materials and student interaction. This 45-minute session will be conducted annually. The **post-observation conference** is a time during which the evaluator discusses findings from the observation with the teacher. It is critically important that the evaluator provide diagnostic feedback on both pedagogical and professional performance in the conference. The post-observation conference should be one of collaboration whereby the evaluator asks reflective questions and the teacher has opportunity to explain lesson perceptions. Using factual, observable data the evaluator explains the rubric and how the teacher's rating was derived.
The formal observation process includes more than just the formal observation so that a more accurate, overall evaluation of teacher behaviors can occur. The process includes walkthrough data, student achievement data, and any other pertinent data that defines the teacher's performance. A summative conference held in May of the school year is the time during which the evaluator summarizes all data and findings from all data sources. The conference is not only an opportunity for summation but is a good time for reflection where the teacher and evaluator have a dialogue about future goals for improvement.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 034901	Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Accommodations allowing for regular collaboration opportunities within the school week are a significant component of this program. Options for covering classes and releasing new teachers for professional growth opportunities will be included. One option will be regularly scheduled mentor-mentee meetings. The following chart shows how a minimum of 220 hours during the school year will be spent on mentoring activities:

Atlanta ISD Induction Program	
2 hours per week	Mentees are released to meet with mentors to review classroom practices and to plan for instruction.
1 full day per 6 weeks	Mentees meet with mentors to design lessons, plan instruction, review strategies and align curriculum. Job-embedded professional development including online trainings, trainings at the service center and face-to-face book studies will be provided on these days.
3 hours per week	Mentors will observe mentees in the classroom to gather data on classroom practices and classroom management.
Total hours per school year = 220	

In a recent **survey**, teachers new to our district revealed that although they were assigned a mentor there was a limited amount of time during the school day for dedicated, uninterrupted meetings between the mentor and mentee. In response to those needs, Atlanta ISD has given consideration to more accommodations that would provide for released time for new teachers. Our teachers also reported that they spend up to 50% of their time on nonteaching duties such as playground supervision, transitions, data collection such as entering grades, homeroom supervision and other unstructured time. Grant funds will allow us to hire clerical, administrative **teaching assistants**. With two teaching assistants on each campus, teachers will be released to meet with mentors on a regularly scheduled basis. Teaching assistants will be used to perform supervision duties before school, during lunch and after school to allow for more collaboration between the new teachers and teachers in the same team. Mentors may step in to take a new teacher's class so that the new teacher may attend a professional learning opportunity such as a face-to-face training, a webinar or an observation of a teacher in- or out-of-district. With this support, new teachers will have professional growth opportunities without sacrificing quality instruction or adequate supervision of the students.

Other accommodations to allow more collaboration opportunities within the school day include common planning periods (where scheduling allows) enabling teachers to meet with their peers and discuss academic teaming and pedagogical strategies. This professional learning community will foster a culture of sharing best practices and research-based instructional strategies. Veteran teachers will make their educational practices public, becoming the "learners of their own teaching." This collegiality avoids the "sink-or-swim" or "trial-and-error" mode that beginning teachers usually face. The **ExCEL** model in AISD will bring experienced and beginning teachers closer together to reinforce the competence and confidence of the beginners. This will make complex tasks more manageable for the new teachers and will stimulate new ideas. It will also promote coherence in curriculum and instruction. This type of collaboration will not only be a great benefit to **ExCEL** participants, but will help to organize the school as an environment conducive to best teaching practices.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 034901	Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

From successful practices implemented through the Texas Title One Priority Schools (TTIPS) grant, Atlanta High School was able to hire instructional coaches. The instructional coaches, who assisted in all subject areas, had several responsibilities that included but were not limited to:
- Disaggregating STAAR data
- Disaggregating benchmark and checkpoint data
- Modeling lessons
- Observing teachers
- Developing **professional development opportunities aligned with evaluation results and student assessment data**
- Seeking appropriate materials and resources for teachers

Replicating that successful practice, this grant would provide for two mentors per campus for each of our four campuses. Mentors with subject area specialties, would take on some of the duties of the instructional coach, particularly in the areas of **providing/facilitating professional development opportunities during the school week**. Mentors, having conducted numerous classroom observations, will be aware of those professional development needs that should be planned and coordinated. Professional development activities will include a variety of delivery methods and a variety of topics, all of which will be tailored to the needs of the mentees. Professional development will involve the following:
- Face-to-face trainings In district such as "The Write Tools," "Marcia Tate's Brain Strategies," "Math Strategies by Faye Whitlow"
- Trainings at the education service center
- Attendance at conferences such as Learning Forward Conference
- District level book studies on such books as "Teach Like A Champion," by Doug Lemov
- Online professional development such as PD360

These opportunities for professional development vary in length and will be used during the school day to help teachers improve classroom pedagogy on such topics as differentiation, classroom management and curriculum alignment.

When using a variety of delivery methods, professional development activities will be tailored to the needs of the teachers. Although this grant will target new teachers, experienced teachers will have access to any and all of the professional development activities creating a culture of opportunity for improvement. Principals will be able to require certain professional development activities when **responding to needs arising from the observation and formal evaluation** of the teacher or to needs arising from assessments, both formative and summative.

Job-embedded professional development opportunities will be employed in the **ExCEL** plan. These opportunities will:
- Occur during the school day
- Closely connect the actual work of teachers with their current students
- Be designed to improve teachers' instruction
- Be intended to improve student learning
- Be centered on academic student needs of the school
- Directly link to the goals set for students by the teacher and school

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These job-embedded opportunities will be ongoing and interactive. In this program, there will be at least three opportunities to promote job-embedded learning within the AISD school calendar.

1. During class - professional development in the classroom will occur in one of these three major forms: modeling, team teaching, or observation (for monitoring purposes.) Depending on where the teacher is in the process, the mentor may model a specific strategy. When the teacher is using a new instructional strategy, the mentor may serve as a team teacher, guiding the classroom teacher as needed. Additionally, reflective videos are one strategy that could be used for monitoring classroom performance.
2. During planning periods - the mentor and mentee will routinely schedule meeting times during the teacher's planning periods.
3. During common planning periods - there may be many different uses of common planning time, ranging from the analysis of student work to brainstorming innovative instructional strategies. This time will be used for sharing reflective inquiry or action research within teams.

Collaborative work is the heart of job-embedded professional developments, evaluating and solving problems of practice in order to improve teacher quality. Professional Learning Communities (PLCs) with teacher collaboration meetings to analyze classroom practice, learn new instructional strategies and tactics, field-test those strategies in the classroom and report the results to each other will be a focus in **ExCEL**. Frequent observations by a peer, linked with deep conversations about the art and craft of teaching will take practice to a higher level. Peer coaching provides ongoing consistent follow up with teachers by way of demonstrations, observations and conversations as teachers implement new strategies and knowledge. Data teams will meet together with teachers to analyze results for standardized tests or teacher-created assessments and use the evidence to determine teaching strategies that will improve student achievement.

Conditions needed for high-quality job-embedded professional development include support from all district and school levels: superintendent, principals and teachers. All staff will be required to actively participate and construct professional knowledge. Schoolwide student academic achievement goals will drive professional learning.

The process of job-embedded professional development is ongoing. Just as each child comes to the classroom with different skills, each teacher comes to the classroom with different skills. For this reason alone, a single professional development approach cannot meet the needs of all teachers. When this fact is coupled with changing expectations, varying teachers' needs, and innovative use of time, it becomes apparent that professional development services must be flexible and adaptable. A job-embedded approach to professional development is a comprehensive yet nuanced way to accomplish the goals of the AISD **ExCEL** program.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

RFA #701-14-101; SAS #181-14   Page 31 of 40
2014–2016 Educator Excellence Innovation Program

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 034901	Amendment # (for amendments only):

Statutory Requirement 6: <u>Required</u> - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The **ExCEL** program in Atlanta ISD will use a menu of strategies in developing our compensation plan that differentiates pay with a focus on improving student academic achievement as well as addressing our teacher shortage needs. A one-size-fits-all approach does not work for the students that teachers serve; yet we have traditionally compensated teachers on a one-size-fits-all salary schedule. Research from the Battelle for Kids Foundation shows that "proceeding credibly with strategic compensation requires strategies such as collaborative planning, alignment to goals, responsible funding, using accurate data effectively, constant communications, leveraging the right measures, attracting and retaining the right people, the willingness to evaluate the program and make changes, and learning from research." *Strategic Compensation in Education*, 2010.

"Before developing the program structure, the conceptual model needs to be 'socialized' with the stakeholders, as the personnel impact is extensive—philosophically and personally. Success of the proposed design is paramount to acceptance by the teachers," according to the Battelle study. In developing the ExCEL model for our program, the first step was communicating with teachers and administrators with a series of planning meetings that discussed needs and led to ideas for differentiating teacher pay. Consensus of stakeholders will be a selling point among the entire staff as we continue to communicate with the faculty throughout the project.

The **ExCEL** plan involves nine components of strategic compensation and retention, some of which are locally funded, and some will be paid with grant funds. The components that AISD funds locally and plans to continue include the following:

- ➤ Incentives for attendance
- ➤ Mid-year "bonuses"
- ➤ Weighted salary scale
- ➤ Stipends for critical shortage areas
- ➤ Stipends for master's degrees
- ➤ Salary scale with cost-of-living increases

Attendance incentives for classroom teachers are awarded to encourage teachers not to use their leave unless absolutely necessary. Many teachers, we find, use all their leave days each year because in our district, local leave cannot be accumulated from year to year and is not paid upon retirement. Therefore, we instituted an incentive that pays teachers $100 for every local leave day not used, up to $500 maximum, on their June check each year. This has resulted in fewer substitute teachers in the classroom and therefore, improved student achievement. Teachers voted in 2010 to receive part of their pay in a lump sum in November, which we refer to as the mid-year "bonus." Although not actually a bonus, teachers receive this additional check in November. The amount of this "bonus" is $1,337 per year. In addition, we have adopted a local teacher salary scale, which is weighted so as to increase pay for beginning teachers. This helps with market shortages and helps keep our salaries competitive in our area. Additionally, teachers are compensated annually with a $3,000 stipend for the critical shortage areas of secondary math, science and foreign language. This helps to attract and retain the best, most experienced teachers in the hardest to fill areas. Also, we will continue to locally fund stipends for teachers holding a master's degree of $1,000 to encourage those with advanced coursework to remain in the classroom. Finally, AISD has a local teacher salary scale that includes cost-of-living increases for all teachers, even those at the top of the pay scale, so that no one is ever "topped out" on salary or prevented from receiving a raise.

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Enhancing the local compensation plan, **ExCEL** will employ three important components that will be funded with grant money. Those will include the following:

- ➢ Performance-based incentives
- ➢ Master's degree reimbursement program
- ➢ Recruitment incentives

The **ExCEL** plan will institute a performance-based incentive for core academic teachers. Using student achievement on state testing and other definitive benchmarks, we will reward teachers for improving student growth. The amount of this incentive will be $1,000 per year for those that achieve quantifiable and measurable goals. This plan will be developed in committee with teachers, campus principals and district administration and will focus on value-added data and other data sources in making decisions about eligibility for incentive pay. Value-added analysis is a statistically reliable method of connecting teacher practice to student growth. Because no single measure tells the whole story, value-added data will be used in combination with other data sources. "Making the connection between measurement and payouts is the ultimate test of transparency," says the Battelle for Kids group. "Determining eligibility, categorization and staff awards is complex and subject to errors and omissions. By appropriately linking teachers to students, instructional attribution can be captured with transparency and validity. Vetting the data prior to release will limit errors and omissions."

The next layer of strategic compensation in **ExCEL** will be the master's degree reimbursement plan. This incentive will reimburse part of the cost to teachers for obtaining advanced degrees. (The degree must be in their teaching field.) The first twenty qualified candidates that successfully complete college courses within a master's degree plan will be reimbursed up to $1,400 per year. This strategy will encourage new teachers to seek advanced education in their teaching field and to retain them on their career path.

Finally, the grant will fund recruitment incentives for newly hired teachers. A 2009 study by the American Association of School Administrators (AASA) showed that in rural schools, "getting teachers TO the district is harder than keeping them IN the district." Rural schools such as ours typically do not offer recruitment bonuses and when attempting to find teachers at college career fairs, find themselves at the empty booth. The AASA study reported that monetary incentives are the most effective means of recruitment. These $2,000 one-time bonuses will help to attract the best and brightest new teachers to our district and to recruit them early in the year. New teachers have a difficult time financially when beginning their careers, because most begin teaching in late August but do not receive a check until late September. Many new graduates never even enter the teaching profession because of this problem. Our district is no exception and this hardship can be avoided with grant funds. This recruitment incentive will provide an August check of $2,000 to help new teachers in this critical time period and will help attract the best teachers.

Inherent in any strategic compensation program design is the need to ensure that the system is working and meeting the goals it was designed to achieve. AISD will call for annual reviews of the system, to make sure the **ExCEL** program's compensation plan continues to fulfill its mission of retaining good teachers. In addition to making changes based on analysis and need, we will identify results that are directly or indirectly associated with the program to determine its impact. Indicators that will be studied include student achievement and growth, teacher retention rates, and credentials and experience of faculty. We will continue to communicate with all stakeholders to refine our vision and direction, as we demonstrate that strategic compensation can have productive results.

Schedule #16—Responses to Statutory Requirements

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County-district number or vendor ID: 034901	Amendment # (for amendments only):

Statutory Requirement 7: Preferred – Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

In their study "Meeting the Challenge: Recruiting and Retaining Teachers in Hard-to-Staff Schools," the American Federation of Teachers found that teachers are attracted to, and most likely to remain in, schools in which:
- The environment is conducive to teaching and learning
- Safety and order are priorities for the entire school and district
- They have influence over decisions that affect their school and its programs
- They feel supported by those in charge
- They have opportunities to develop professionally

AISD continues to keep as its priority a focus on safe schools with an environment conducive to learning. Our formal mission statement as well as our practices supports this and we will continue to uphold these standards. Teachers will be given the opportunities needed to influence decisions that affect their campus with the **ExCEL Advisory Council**. The Council will have teachers as members and meet at least annually to review our local plan, its objectives, goals and outcomes. Support by all levels of leadership, from the board of trustees and superintendent, to the campus principals will be given to all teachers and they will be provided meaningful opportunities for professional development.

With the knowledge that strong student teachers become strong classroom teachers, partnerships with local universities such as Texas A&M – Texarkana, and Stephen F. Austin University in Nacogdoches will be formed in order to attract the most successful student teachers to AISD. Communication by the ExCEL project director and the AISD human resources department with these and other universities will provide an avenue for early identification of potentially excellent teachers. We will also strive to include as many of these identified student teachers as possible, as we cultivate excellent educators, form relationships and guide them along their career pathways.

A recent survey of experienced teachers in our district revealed that the most important tool we can provide for a new teacher is an effective mentor. A staff of full-time teacher mentors will be provided with grant funds will have sufficient training, experience and time to devote themselves to teachers with five or fewer years of teaching experience. We will use this information as we recruit new teachers to let them know they will be supported and guided as much as possible with face to face mentoring when they need it most, along with the latest technology tools available for professional development and instruction.

Monetary recruitment incentives for newly hired teachers for those meeting the following criteria:
- Traditional certification or alternative certification with exit test scores of at least the 85th percentile for content area and PPR
- College GPA of 3.0 or higher
- Teaching in core academic areas of math, science, ELA, social studies or foreign language
- Meet NCLB Highly Qualified guidelines
- Two year commitment to district to avoid prorated refund of incentive pay
- Incentive pay of $2,000 to be paid in August to avoid not receiving first month's check

Finally, our hiring and recruiting program will focus on **marketing strategies** that help us to explain the benefits of living and working in a small town in Northeast Texas. The pride in our schools and traditions that keep us together are a strength we will strive to impress on recruits in addition to the monetary rewards, safety and environments conducive to teaching and learning.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 034901	Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Atlanta ISD's **ExCEL** plan is a systematic, coordinated approach to recognizing and developing great teachers as they progress in their teaching career. The AISD Master Teacher Program will celebrate excellent teachers and will be accompanied by increased compensation, professional growth opportunities and recognition. The Master Teacher will uphold the highest standards of the teaching profession and will take on additional responsibilities of campus leadership. Any core teacher in the district may apply to become a Master Teacher by providing documentation of the following requirements:

- Exceptional contributor to campus leadership and climate
- Consistent exemplary student achievement
- Holds a master's degree in teaching field
- Achieves "Distinguished" rating on teacher evaluation system
- Participates in 21 hours per year of professional development (district provided or self-directed)
- Submits a portfolio that demonstrates the teacher's level of proficiency in use of instructional technology

The **ExCEL** Advisory Council will select from the pool of applicants teachers who will be accepted into the Master Teacher program. Over a two-year period, Master Teachers will have the opportunity to increase their compensation by as much as $14,350 over a two year period:

- $2,000 recruitment bonus
- $2,800 master's degree reimbursement
- $2,000 performance incentive
- $1,550 department head stipend
- $6,000 teaching in secondary critical shortage area

The **ExCEL** Master Teacher Program is a culmination of a number of practices already in place - lesson observation and feedback, analyzing student achievement data, campus leadership, professional growth - and it puts these items together in a more systematic and coordinated way. The new evaluation method and compensation opportunities provided by the EEIP grant will enhance these practices and formulate the basis for the Master Teacher Program. In addition, the local stipend of $1,000 per year for all teachers with a master's degree will be continued. Other local opportunities to increase compensation such as coaching, after-school tutoring, and summer school can further enhance compensation significantly and serve to indicate the Master Teacher's contribution to campus leadership and climate.

Job-embedded professional development opportunities can be attained through district-developed activities as well as self-directed activities. Online trainings, PLCs, book studies, observations of other excellent teachers (in or out of district) and attending conferences are additional opportunities for professional growth for all teachers.

Atlanta ISD is a technologically advanced school district and has been for many years. All teachers and secondary students (7- 12) are issued state-of-the-art devices that include iPads, SmartBoards, laptops and desktops. All teachers will continue to receive training and support in the use of instructional technology enabling them to further their career pathway.

Teachers who are accepted into the AISD Master Teacher Program will receive special recognition with a locally funded awards luncheon. Each Master Teacher will invite two guests to the event to celebrate their accomplishments. The Atlanta ISD Education Foundation, local a 501(c)(3) organization that supports teaching and learning in AISD, has pledged to award a special gift such as classroom technology or attendance at a specialized conference. Our recognition program will also include distinctive regalia to be worn at the high school graduation event, plaques, pins or trophies.

The AISD **ExCEL** program is committed to ensuring that our excellent teachers who decide to stay in the classroom will be encouraged to progress in their careers and have opportunities and recognition commensurate with their increasing effectiveness.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 034901	Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our comprehensive needs assessment revealed the need for a more effective evaluation system than the current PDAS offers. The annual "drive-by" reviews by principals usually do not result in meaningful feedback, according to Susan Johnson Moore in her study "Why Teachers Must Have an Effective Evaluation System." And as we know, the current PDAS system does not tie teacher performance to student achievement. In addition, more experienced teachers are only evaluated every three years.

For the past two years, our high school has voluntarily participated in a pilot program for evaluations as part of our Texas Title I Priority Schools grant. As a result of our experiences from the pilot, our needs assessment guided us to choose "The Framework for Teaching," a proficiency system developed by Charlotte Danielson. This is a research-based set of components of instruction, aligned to the In TASC (The Interstate Teacher Assessment and Support Consortium) standards, and grounded in a constructivist view of learning and teaching that makes student performance have a prominent role in every teacher evaluation. Teaching is formed around the four domains of teaching responsibility: planning and preparation; classroom environment; and instructional and professional responsibilities. What we have learned from participating in this pilot has been very valuable, and all four campuses in our district have chosen to use this tool for teaching and evaluations. Every teacher is evaluated on a regular basis with regular, continuous feedback creating a culture of opportunity for improvement.

Decisions about a teacher's career should be based on more than test scores, as using the Framework will allow. Leadership, professional development, career paths, as well as student performance and other factors will be used in the new evaluation process.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

During the January 21, 2014 board meeting the AISD board of trustees voted unanimously to approve the waiver. One board member, a former teacher, participated in the development of the **ExCEL** plan and has indicated strong support for the waiver, the implementation of the plan and the grant. A resolution was adopted indicating the board's approval. This resolution is a permanent part of the board meeting records and is available for public inspection.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 034901	Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During our planning process, approximately 20 teachers from all four campuses met with district administration and principals to discuss the current evaluation system and the more comprehensive evaluation process of "The Framework for Teaching." In addition, campus staff meetings were held to discuss the upcoming voting and its meaning. All teachers were given an opportunity to vote either to retain the current Professional Development Appraisal System or to change to the new one. Teachers were informed that this change would mean that every teacher would be formally evaluated every year and that teacher ratings would be tied to student growth. The results of this voting were that 100% of our teachers at each campus voted to waive the PDAS so that the entire district can use the new "The Framework for Teaching."

Campus leadership and department heads at all four campuses indicate widespread support for all affected personnel groups and made attestations. In addition, recent polls of teachers indicate their support for participation on the grant program and the parameters of the local plan. Records of the meetings as well as the ballots were retained as evidence of the process and the voting.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Educators were asked to vote using paper ballots during the week of December 16 through 20, 2013. The ballot was explained before the voting began and teachers were informed as to the impact of their vote and what it would mean for them in terms of teacher evaluation. All educators were given an opportunity to vote during that week so as to give each one a reasonable opportunity to participate.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 034901	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator Excellence Innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ExCEL educator Excellence Innovation plan would be impossible to implement in Atlanta ISD without grant funds, as described below:

Mentoring program
Need - There is **no formal process** in place in the district to mentor inexperienced teachers. Experienced teachers have been assigned as "mentors," however, there has been **no training** provided for them and there is no protocol in place to assist inexperienced teachers. We find that not only do new teachers need support but also teachers with fewer than five years' experience need mentoring.
Challenge - Before the state budget cutbacks in 2011, there were some opportunities within our class schedules to allow for academic teaming, teacher preparation and mentoring. Although some of those state funds were restored in 2013, it was not enough to hire additional teachers. Without EEIP grant funds, we will be unable to move away from a volunteer system of mentoring to a more formal, comprehensive mentoring system because the cost will be prohibitive.

Teacher turnover rate
Need - As of the most recent Annual Performance Report, Atlanta ISD has a **20% teacher turnover rate** as compared to the state, which is 15%. The district needs supports in place to decrease the turnover rate and cultivate newer teachers to help make them more effective.
Challenge – Rural districts such as ours in Northeast Texas face a challenge unlike urban districts in retaining teachers. Compared to urban districts, our salary scale is quite low, in some cases as much as $10,000 per year lower for the same teacher step. Grant funds will make it possible to enhance our compensation plan and provide for teacher incentives like performance based pay, recruitment incentives, and a master's degree reimbursement program.

Effective teacher evaluations
Need - Under the PDAS system, teacher evaluations have not been tied to student growth. Teachers with three years' experience or more may opt out of an annual observation. The district needs a comprehensive **teacher evaluation** system where each teacher receives a formal observation and where student growth will be a factor.
Challenge – The grant will allow for funds to be available for training and purchase of the tools used in our new evaluation system, "The Framework for Teaching." This would be cost prohibitive without the grant.

Collaboration and planning
Need - The district has no formal means for teacher **collaboration/common planning**. Teachers in the district spend more than 50% of their day on transitions, supervision and administrative duties.
Challenge - Teachers will be involved in an **increased amount of time** in collaboration and common planning. Teaching assistants will be scheduled to assist with non-instructional duties so that teachers can meet together on a regular basis to develop and align curriculum and to study relevant, timely achievement data. No funds are available to hire additional teaching assistants to assist teachers with non-teaching duties.

Improving student achievement
Need - In studying achievement data from 2012-2013, the district has found a need for **improved instruction** in the area of writing, reading, and math. Writing was at 63% on the English II test and 67% on the English I test. Reading for the district decreases 27% from grade 3 through grade 10. Math was at 79% for the district.
Challenge - Grant funds would provide incentives for teachers to seek advanced graduate coursework. The teacher workforce will become more educated in research-based strategies and effective classroom practices, thereby improving student achievement in writing, reading and math. In addition, formal mentors would encourage good teachers to stay in the profession. Again, funding is extremely limited and there are no funds to begin a master's degree program or pay mentors without this grant.

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TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

April 2014
- Appoint **ExCEL** Advisory Council
- Recruiting and hiring new teachers

June 2014
- Hiring of Project Director and Mentor Teachers

August 2014
- Training of Mentors/Induction Program
- Hire Teaching Assistants
- Mentors assigned to mentees
- Mentors meet with mentees two hours per week every week (ongoing throughout grant project)
- Train project director, mentors and principals on the use of Teachscape
- Mentors meet one full day with mentees
- Accept applicants for master's degree reimbursement and/or AISD Master Teacher Program
- Pay recruitment incentives
- Job-embedded professional development (ongoing throughout grant project)
- Project Director develops project manuals and guidelines

September 2014
- Implementation of the new teacher/evaluation system

October 2014
- Mentors meet one full day with mentees

December 2014
- Mentors meet one full day with mentees
- **ExCEL** Advisory Council meets
- Accept applicants for master's degree reimbursement program

February 2015
- Mentors meet one full day with mentees

March 2015
- Mentors meet one full day with mentees

April 2015
- Recruiting and hiring new teachers

May 2015
- Mentors meet one full day with mentees

June 2015
- **ExCEL** Advisory Council meets
- Evaluation of student achievement growth

August 2015
- Accept applicants for master's degree reimbursement program and/or AISD Master Teacher Program
- Mentors meet one full day with mentees
- Pay recruitment incentives
- Pay performance-based incentives
- Master Teacher recognition luncheon

October 2015
- Mentors meet one full day with mentees

December 2015
- Mentors meet one full day with mentees

February 2016
- **ExCEL** Advisory Council meets

March 2016
- Mentors meet one full day with mentees

May 2016
- Mentors meet one full day with mentees

June 2016
- **ExCEL** Advisory Council meets
- Pay final performance-based incentives
- Pay final master's degree reimbursement program
- Conduct final program evaluation
- Master Teacher recognition luncheon

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The decision to participate in the EEIP opportunity was embraced immediately by AISD administration, principals and campus instructional leaders, teachers, parents and community stakeholders. An EEIP grant committee of 30 members representing all campuses, all grade levels and all core discipline areas met on three occasions and carefully crafted a proposal to the AISD Board of Trustees detailing the EEIP. Using a combination of goal setting, teamwork and data to fully outline the project, committee representatives presented significant and substantial evidence of the impact that the EEIP will have in Atlanta ISD. By prioritizing efforts, leveraging existing resources and utilizing new initiatives, the Board of Trustees, the Atlanta Independent School District and the community and families of Atlanta believe that the EEIP will revolutionize our school district creating a paradigm shift that will completely change the perception of teaching in a rural area of the state. Our community is ready and willing to create a *Culture of Opportunity* where all teachers have the chance to improve their craft and be rewarded for getting better. As stated in the proposal to our Board of Trustees, "We want our culture of opportunity to attract the best and the brightest to Atlanta ISD. The new models proposed in the EEIP (recruitment, preparation, hiring, induction, evaluation, professional development, compensation, career pathways and retention) will launch an unprecedented effort in our district that will support teacher growth and development. Our goal is to improve practice so that our teachers can better help our students graduate from high school ready to succeed in college and beyond." In addition to the 30-member EEIP board, surveys have been conducted of the entire faculty of AISD along with a district-wide vote on the adoption of a new appraisal/evaluation system for implementation of the grant. Results of that vote were 100% in favor or a new system. Surveys conducted also indicated that faculty members with five or fewer years of experience would whole-heartedly welcome a mentor program and guidance to further their careers as educators. Veteran teachers indicated their desire to extend their reach through various roles by: specializing in their best subjects and difficult teaching roles; swapping teaching time for technology using digital instruction; leading other teachers while co-teaching with them; and collaborating with others in their discipline. Because of effective communication and excellent work of the EEIP committee, Atlanta ISD is primed and ready for the implementation of the EEIP.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation in the grant activities will be district-wide with grant efforts implemented on all four campuses:
- Atlanta Primary School
- Atlanta Elementary School
- Atlanta Middle School
- Atlanta High School

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